

# Idaho Building Capacity

Statewide System of Support for School Improvement

## School / District Application Summary

### Cohort III

#### Contact Information

**Region:** SE **Application Received:** 10/30/09

**District #** 25 **District Name:** Pocatello/Chubbuck School District

**School Name:** Syringa Elementary School

**School Address:** 388 East Griffith Road  
Pocatello, ID 83201

**Administrator Name:** Pauline Alessi

**School Improvement Status** **District:** School Improvement Year 3\*  
**School:** School Improvement Year 1\*

**Title I School:** Yes

#### Comments

*Pauline* 237-4040 school  
522-6869 home  
569-0831 cell



**Part I:**

**Provide a data table that demonstrates at a glance look at the achievement data of your school. (Appendix A)**

**If available provide a copy of the mission/vision statement for your school and or the strategic plan for your school. (You do not need to print a copy of your CIP tool, we have access to this information)**

- 1. In a brief narrative, describe your AYP History. What are the successes of your school? What challenges do you face? What changes have you made in an attempt to respond to your identified AYP challenges? How well did they work? What are your continued plans for addressing your AYP challenges?**

Syringa Elementary School is in Year 1 School Improvement for Math. Although Syringa met all 2008-2009 AYP targets, *it will be a challenge to meet the higher 2009-2010 AYP targets set by the State Board of Education.* Syringa successes include; 84% of our students met AYP proficiency for reading, 78% met AYP proficiency for Math, and Syringa met the 3<sup>rd</sup> indicator goal for Language Usage.

In response to AYP challenges, Syringa developed a schoolwide Title I plan for 2009-10 which was subsequently approved by the SDE. The plan will be implemented this year and monitored using data to problem-solving and make decisions relative to the goals outlined in the plan. In addition to the core reading program, Syringa will provide an additional 30 minutes of differentiated instruction for intervention and enrichment as outlined in the district's School Success Model. Under the direction of a new Intervention Management Team, Syringa will conduct universal screening of all K-5 students in the fall, winter, and spring. New this year are Tier 2 protocol interventions set up for reading and math. Students needing Tier 3 intensive interventions will be given a 3<sup>rd</sup> dose of instruction. Teachers and interventionists will be trained and using new district intervention protocols, Lexia and FASTT Math. Students receiving intervention services will be progress monitored on a weekly basis. Grade level teachers will continue to collaborate biweekly in Professional Learning Communities; discussing student data, determining student needs, grouping students, and planning skill instruction. Our Building Leadership Team will be gathering and evaluating data throughout the year to determine the effectiveness of our efforts to improve student achievement and meet AYP. The programs and processes we are implementing in 2009-10 are supported by the staff.

- 2. If you are selected for participation in the IBC project, what do you envision as the role of the Capacity Builder? What are your initial thoughts on how you might utilize the services of the CB in your school?**

The Capacity Builder (CB) will need to become familiar with the school's data; including school demographics, AYP challenges and accomplishments, teacher strengths and needs, and the school improvement plan aligned to the district strategic plan. The CB will help the school maintain alignment to our school-wide Title I plan and the district's major initiatives within the School Success Model. We expect the CB to be knowledgeable in current research and best practices and provide support to staff. In addition, we expect the CB to serve as a coach to the principal and Building Leadership Team. We expect the CB to work closely with faculty and staff to implement strategies to improve the learning of students.



3. **How will you inform your staff about participation in the IBC project to encourage the greatest amount of engagement? How do you think your staff will respond to the possibility of participation in the IBC project?**

We will introduce the Project to our Building Leadership Team and the Team will introduce the Project to our staff. Upon the recommendation of our Building Leadership Team, Syringa staff will be receptive to the Project if they believe the Project will provide additional support to staff members and benefit Syringa students.

4. **What outcomes do you expect at your school as a result of participation in the IBC project?**

We expect students will demonstrate improved achievement and meet annual AYP goals. Furthermore, we expect staff members to learn and practice the components of effective classroom instruction and share their successes. We also expect to refine our intervention efforts and responsiveness at all grade levels.

5. **Bottom line, why do you think you should be selected for participation in the IBC project?**

Syringa is a school under new leadership this year and staff members are committed to the success of every child. We need the support of a Capacity Builder to fully implement the components of our schoolwide Title I plan and other strategic district initiatives. We are eager to move forward in planning and implementing strategies that are 1) effective in raising student achievement, 2) help us build stronger relationships with parents and the community, and 3) increase the capacity of our staff to work collaboratively in their efforts to meet our district mission and vision.



**Part II:**

Provide a data table that demonstrates at a glance look at the achievement data of our district. (See Appendix B)

If available, provide a copy of the mission/vision statement for your district and/or the strategic plan for your district. (You do not need to print a copy of your CIP tool, we have access to this information) (Appendix C)

Please respond to the following:

1. In a brief narrative, describe your AYP history. What are the successes of your district? What challenges do you face? What changes have you made in an attempt to respond to your identified AYP challenges? How well did they work? What are your continued plans for addressing your AYP challenges?

The Pocatello/Chubbuck School District is in Year 5 Improvement 3 for reading and Improvement 2 for math according to NCLB criteria. The district met AYP in reading for the 08-09 school year. The subgroups in which the district did not make adequate yearly progress include American Indian Math Proficiency and Students with Disabilities Math Proficiency. In the 2006-2007 school year, nine elementary schools did not meet AYP as compared to four schools in 2008-2009. Two out of four middle schools met AYP in 08-09. At the high school level, in 2006-2007 none of the schools made AYP, while three high schools made AYP in 2008-2009. Overall, the district status has improved for several of the subgroups. In 2006-2007, the subgroups in which we did not meet AYP were African American Math and Reading, American Indian Math, Hispanic Math and Reading, Economically Disadvantaged Math and Reading, Students with Disabilities Math and Reading, and LEP Math and Reading. In 2008-2009, the district did not meet AYP for American Indian Math and Students with Disabilities Math. The district's challenges include the subgroups mentioned above and how to help our middle schools improve student performance. Other challenges include student mobility, increased enrollment, and some staff turnover. All of these challenges impact a school's ability to focus on the needs of students within their building. Further, the district has a low number of LEP students who are spread among 20 sites.

Consequently, the district has a limited number of resources that are spread thin. To respond to our identified AYP challenges, the district has developed a five year strategic plan. This plan, available at - [http://www.d25.k12.id.us/PDF/School\\_Board/strategic.pdf](http://www.d25.k12.id.us/PDF/School_Board/strategic.pdf) - identifies major initiatives which include development of Total Instructional Alignment; development of a consistent, district-wide pyramid of interventions for reading, language, and math; implementation of professional learning communities which include common formative assessments; implementation of a professional development program that includes Sheltered Instruction Observation Protocol (SIOP)—all teachers will be trained in and utilizing SIOP by the 2010-11 school



year, Highly Effective Questioning (HEQ), Classroom Walkthroughs, Framework for Understanding Poverty, Cultural Awareness, and Love and Logic; implementation of a High School/Middle School Redesign plan to better meet the needs of secondary students and address increased graduation requirements; implementation of a district-wide social/emotional learning curriculum. The strategic plan has been approved by the Board of Trustees. While the overall AYP status of the district has improved, these initiatives are in their infancy stage. The district will continue to collect data and monitor student achievement.

2. **If you are selected for participation in the IBC project, what do you envision as the role of the Capacity Builder? What are your initial thoughts on how you might utilize the services of the CB at the district level?**

The Capacity Builder (CB) will need to become familiar with the school's data, including school demographics, AYP challenges and accomplishments, teacher demographics, and the school improvement plan which in turn supports the district strategic plan. It will be the expectation that the CB help the school maintain alignment to building needs and the district's major initiatives. The district expects the CB to be knowledgeable in current research and best practices to provide support to the school and district and serve as a coach to the principal and building leadership team. At the district level, the CB will help the district analyze the involved school's data, provide insights to district administration, and provide for another set of eyes to look at the major district initiatives from a systems perspective.

3. **How will the district office plan to support IBC project work at the school level?**

The district office will be supportive of the efforts of the school if selected for the Idaho Building Capacity (IBC) project. The CB will have full access to the building principal and school as well as school level and district level data. The CB will also be invited to participate in school leadership team meetings, faculty and grade level meetings, and professional learning community (PLC) team meetings.

4. **What outcomes do you expect at your school as a result of participation in the IBC project?**

As a result of participation in the IBC project, the school will meet AYP goals and demonstrate improved student achievement. The building principal will have improved leadership skills. The building leadership team will have greater focus and direction.



5. **Bottom line, why do you think that you should be selected for participation in the IBC project?**

The district has many positive initiatives in place that are supported by research and best practices. The IBC project will help to support and improve these initiatives at the school and district level and provide another layer of support.



## Appendix A



DIVISIONS PROGRAMS COMMUNICATION RESOURCES DATA COLLECTION ADMINISTRATORS

## Report Card

## Selection

Report Card for 2008-2009

State of Idaho

School District

POCATELLO DISTRICT

School

SYRINGA ELEMENTARY SCHOOL

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## SYRINGA ELEMENTARY SCHOOL 2008 - 2009

NCLB (AYP)		Assessment	Teacher Quality	Graduation							
+ = met goal		= missed goal			= not given due to insufficient sample size						
		All Students	American Indian/Alaskan Native	Asian	Black/African American	Native Hawaiian/Pacific Islander	White	Hispanic or Latino Ethnicity	Economically Disadvantaged	Students with Disabilities	Limited English Proficiency
Reading	% Tested	+	-	-	-	-	+	+	+	+	-
	% Prof/Adv	+	-	-	-	-	+	-	+	-	-
Math	% Tested	+	-	-	-	-	+	+	+	+	-
	% Prof/Adv	+	-	-	-	-	+	-	+	-	-
Language	% Tested	+	-	-	-	-	+	+	+	+	-
	% Prof/Adv	+	-	-	-	-	+	-	+	-	-

## School Improvement Year 1\*

Reading		School 2007 - 2008		School 2008 - 2009		District 2008 - 2009		State 2008 - 2009	
Unweighted Sub Populations		% Tested	% Prof/Adv	% Tested	% Prof/Adv	% Tested	% Prof/Adv	% Tested	% Prof/Adv
Target		95.00	70.00	95.00	70.00	95.00	70.00	95.00	70.00
All Students		100.00	70.49	99.18	84.07	90.67	89.74	99.36	88.15
Math		School 2007 - 2008		School 2008 - 2009		District 2008 - 2009		State 2008 - 2009	
Unweighted Sub Populations		% Tested	% Prof/Adv	% Tested	% Prof/Adv	% Tested	% Prof/Adv	% Tested	% Prof/Adv
Target		85.00	70.00	85.00	70.00	85.00	70.00	85.00	70.00
All Students		100.00	73.93	98.78	78.32	99.46	81.64	99.36	81.67
Language		School 2007 - 2008		School 2008 - 2009		District 2008 - 2009		State 2008 - 2009	
Unweighted Sub Populations		% Tested	% Prof/Adv	% Tested	% Prof/Adv	% Tested	% Prof/Adv	% Tested	% Prof/Adv
Target		85.00	70.00	85.00	70.00	85.00	70.00	85.00	70.00
All Students		100.00	71.37	98.78	78.76	99.46	78.15	99.36	76.17

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Report Card

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Report Card Home

## SYRINGA ELEMENTARY SCHOOL 2008 - 2009

NCLB (AYP)	Assessment	Teacher Quality	Graduation								
= Not shown due to insufficient sample size											
Grade 3											
Reading		2007 - 2008					2008 - 2009				
Growth/Value Populations		% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students		54.05	31.08	8.78	0.11	100.00	39.71	38.24	16.18	6.88	100.00
Math		2007 - 2008					2008 - 2009				
Growth/Value Populations		% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students		45.05	44.00	6.78	2.70	100.00	67.38	32.35	5.88	4.41	100.00
Language		2007 - 2008					2008 - 2009				
Growth/Value Populations		% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students		43.24	32.43	16.22	0.11	100.00	30.88	30.74	20.59	11.78	100.00
Science		2007 - 2008					2008 - 2009				
Growth/Value Populations		% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students		-	-	-	-	-	-	-	-	-	-
Grade 4											
Reading		2007 - 2008					2008 - 2009				
Growth/Value Populations		% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students		30.77	40.23	13.86	6.16	100.00	44.78	41.70	10.46	2.89	88.53
Math		2007 - 2008					2008 - 2009				
Growth/Value Populations		% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students		18.40	49.23	27.69	4.82	100.00	37.30	47.78	17.91	2.89	88.53
Language		2007 - 2008					2008 - 2009				
Growth/Value Populations		% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students		48.16	32.31	15.38	8.16	100.00	32.24	39.81	6.87	2.89	88.53
Science		2007 - 2008					2008 - 2009				
Growth/Value Populations		% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students		-	-	-	-	-	-	-	-	-	-
Grade 5											
Reading		2007 - 2008					2008 - 2009				
Growth/Value Populations		% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students		25.83	55.58	7.41	11.11	100.00	41.38	41.38	10.34	8.90	88.31
Math		2007 - 2008					2008 - 2009				
Growth/Value Populations		% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students		14.81	53.70	18.52	12.86	100.00	24.66	40.35	26.32	0.77	88.61
Language		2007 - 2008					2008 - 2009				
Growth/Value Populations		% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students		24.07	40.30	20.57	0.26	100.00	24.68	43.06	21.05	10.63	88.61
Science		2007 - 2008					2008 - 2009				
Growth/Value Populations		% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students		0.28	38.89	40.74	11.11	100.00	20.82	47.37	21.05	1.75	88.61
Grade 6											
Reading		2007 - 2008					2008 - 2009				
Growth/Value Populations		% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students		14.28	48.21	21.43	10.07	100.00	40.00	40.00	8.00	8.00	100.00
Math		2007 - 2008					2008 - 2009				
Growth/Value Populations		% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students		-	-	-	-	-	-	-	-	-	-



DIVISIONS PROGRAMS COMMUNICATION RESOURCES DATA COLLECTION ADMINISTRATORS

## Report Card

## Selection

Report Card for 2008-2009

☐ State of Idaho

☐ School District

POCATELLO DISTRICT

☐ School

SYRINGA ELEMENTARY SCHOOL

## SYRINGA ELEMENTARY SCHOOL 2008 - 2009

NCLB (AYP)	Assessment	Teacher Quality	Graduation					
Professional Qualifications of Public Elementary and Secondary School Teachers								
BA degree	UA +12 credits	BA +24 credits	MA degree	MA +12 credits	MA +24 credits	PhD degree	Total	
3.87	0.50	1.00	2.66	1.33	7.00	6.00	22.95	
Public Elementary and Secondary School Teachers With Emergency/Provisional Certification:								
0.00%								
Core Academic Subject Elementary and Secondary School Classes not taught by Highly Qualified Teachers								
In High Poverty Schools			In Low Poverty Schools			Total		
0.00%			0.00%			0.00%		

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Statewide Data Populations		% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
<b>All Students</b>		17.88	36.71	32.14	14.29	100.00	34.00	48.00	12.00	0.00	100.00

Science		2007 - 2008					2008 - 2009				
Statewide Data Populations		% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
<b>All Students</b>		-	-	-	-	-	-	-	-	-	-

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## Appendix B



## AYP Status 2008 - 2009

AYP Goal - all students meet proficiency by 2014

08-09 Requirements: Reading 78% Math 70%

3<sup>rd</sup> Indicator - Lang (MS & Elem) Above last year or 78%

Red = School Offers School Choice

Blue = School Offers Supplemental Services and School Choice (student chooses one or the other)

School	Did this school meet AYP for the 2008 - 2009 School Year?	If the school did not meet AYP, what areas did they miss?	AYP Status
<b>ELEMENTARY SCHOOLS</b>			
Chubbuck	Yes		Met AYP
Edahow	Yes		Met AYP
Ellis	Yes		Met AYP
Gate City	Yes		Met AYP
Greenacres	No	3 <sup>rd</sup> Indicator (Lang) 75.31% (76.25%)	Alert 3 <sup>rd</sup> Indicator
Indian Hills	Yes		Met AYP
Jefferson	Yes		Improvement 2 Reading** Improvement 1 Math**
Lewis & Clark	Yes		Improvement 1 Reading** Improvement 1 Math** Improvement 1 3 <sup>rd</sup> Indicator**
Syringa	Yes		Improvement 1 Math**
Tendoy	Yes		Met AYP
Tyhee	No	3 <sup>rd</sup> Indicator (Lang) 66.91% (68.58%) Amer Indian Read Prof 67.31% (65.26%) Amer Indian Math Prof 48.54% (51.58%) Econ Dis Read Prof 74.05% (73.97%) Econ Dis Math Prof 60.51% (59.59%)	Improvement 2 or 3 Reading Alert Math Alert 3 <sup>rd</sup> Indicator
Washington	No	3 <sup>rd</sup> Indicator (Lang) 74.85% (79.74%)	Alert 3 <sup>rd</sup> Indicator
Wilcox	No	Hisp Read Prof 74.36% (72.97%) Hisp Math Prof 69.23% (75.68%)	Improvement 4 Reading Alert Math
PCCS	No	Econ Dis Math Prof 67.69% (72.58%)	Alert Math

\*\*School must meet AYP for two consecutive years to be out of Improvement status.



## AYP Status 2008 - 2009

**AYP Goal - all students meet proficiency by 2014**

08-09 Requirements: Reading 78% Math 70%

3<sup>rd</sup> Indicator - Grad Rate (HS) Above last year or 90%

Red - School Offers School Choice

Blue = School Offers Supplemental Services and School Choice (student chooses one or the other)

HIGH SCHOOLS	Did this school meet AYP for the 2008 - 2009 School Year?	If the school did not meet AYP, what areas did they miss?	AYP Status
Century	Yes		Met AYP
Highland	Yes		Improvement 1 Math**
Pocatello	No	SWD Math Participation 90.62%	Improvement 2 Math
New Horizons	No	Math Prof 37.5% (31.43%) White Read Partic 82.35% White Math Partic 85.29% Econ Dis Read Partic 87.5% Econ Dis Math Partic 87.5% SWD Read Partic 78.57%	Improvement 2 or 3 Reading Improvement 2 or 3 Math

\*\*School must meet AYP for two consecutive years to be out of Improvement status.

Accountability Timeline for Schools Not Making Adequate Yearly Progress						
Years 1 & 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
	Improvement 1	Improvement 2	Improvement 3	Improvement 4	Improvement 5	
School on alert	Technical Assistance	Technical Assistance	Technical Assistance	Technical Assistance	Technical Assistance	School starts over
	Choice	Choice	Choice	Choice	Choice	
		Supplemental Services	Supplemental Services	Supplemental Services	Supplemental Services	
	Create improvement plan	Implement improvement plan	Corrective Action Planning	Implement Corrective Action		
				Restructuring Planning	Implement Restructuring Plan	



## AYP Status 2008 - 2009

**AYP Goal - all students meet proficiency by 2014**

08-09 Requirements: Reading 78% Math 70%

3<sup>rd</sup> Indicator - Grad Rate Above last year or 90%

School	Did the district meet AYP for the 2008 - 2009 School Year?	If the district did not meet AYP, what areas did they miss?	AYP Status
Pocatello District	No	Amer Indian Math Prof 55.87% (54.69%) Hisp Math Prof 69.41% (71.01%) SWD Math Prof 46.41% (46.47%)	Improvement 3 Reading** Improvement 2 Math

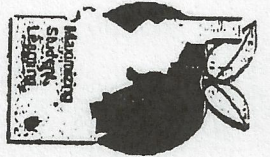
\*\*School must meet AYP for two consecutive years to be out of Improvement status.

Accountability Timeline for LEAs Not Making Adequate Yearly Progress						
Years 1 & 2	Year 3 Improvement 1	Year 4 Improvement 2	Year 5 Improvement 3	Year 6 Improvement 4	Year 7 Improvement 5	Year 8
LEA on alert	Technical Assistance from State	Technical Assistance	Technical Assistance	Technical Assistance		
	LEA Improvement Planning	Implement LEA Improvement Plan	LEA Corrective Action Planning	Implement LEA Corrective Action		



## Appendix C





## Pocatello Chubbuck School District 25

# Maximizing Learning For All Students Through Rigor, Relevancy and Relationships

## Whatever It Takes!

**VISION:** The Pocatello/Chubbuck School District empowers all students to attain high levels of learning and become responsible, contributing citizens in a democratic society. Each student will demonstrate academic and technological competency, develop an appreciation for the arts and acquire the skills necessary to live a healthy lifestyle.

## Mission

### The Pocatello/Chubbuck School District will:

- Create and sustain a culture of learning embedded with high expectations and accountability for students, staff, parents and the community;
- Value the uniqueness of each student;
- Foster caring relationships among students and adults through mutual trust and respect;
- Provide a safe, supportive and orderly learning environment for all to learn and work;
- Engage students through use of varied learning strategies;
- Ensure adequate time for students to demonstrate proficiency;
- Incorporate relevancy into rigorous academic learning experiences;
- Prepare students to respect and celebrate diversity;
- Engage all students to develop character, social/emotional assets and a positive work ethic;
- Provide and maintain facilities that meet the individual academic needs of students;
- Support staff members in their commitment to the needs of all learners.

## Belief Statement

### We Believe:

- A safe, supportive, caring and respectful environment is critical to student learning;
- High expectations promote high levels of student achievement;
- Students have a right to learn and are responsible for learning;
- Students may not opt out of learning;
- Students learn in different ways and at different rates;
- Students must be challenged to think critically, problem solve and work in teams;
- Students learn best through active engagement in their learning with highly qualified, professional staff;
- Parents and the community play a vital role in a student's educational success;
- Education is a means to the quality of life.

## Learning Goals

### Learners will:

- Exhibit appropriate interpersonal skills, self-discipline and self-confidence when working in individual, small group and large group settings;
- Exhibit respect for others and property;
- Demonstrate language literacy in a variety of settings as a reader, writer, listener, observer and speaker;
- Demonstrate competency in mathematical and scientific reasoning and apply critical thinking to solve problems in and out of school;
- Demonstrate an understanding and an appreciation of the humanities and the creative and performing arts;
- Exhibit a commitment to health and wellness;
- Demonstrate technological literacy by accessing and processing information utilizing a variety of resources;
- Demonstrate understanding of the principles of democracy and develop skills to become responsible citizens;
- Demonstrate an awareness of career opportunities and develop personal strengths to various career options and develop a post-secondary plan.



Idaho Building Capacity Project

SCHOOL / DISTRICT APPLICATION

**PART III: Required Application Signatures***Pauline Alessi*

Principal

Date

*Mary McVay*

Superintendent

10-30-09

Date

*Marcus E. Donnelly*

10-30-09

SCHOOL BOARD CHAIRMAN

Date

**PART IV: Performance Agreement**

Please review the attached Performance Agreement that outlines the agreed upon responsibilities of all participating parties in the IBC project: Idaho State Department of Education, Regional Support Centers, Participating Districts, and Participating Schools. A copy of the Performance Agreement with required School and District signatures must accompany all applications. If selected, Idaho State Department of Education and Regional Support Center signatures will be added and a copy of the complete Performance Agreement returned to participating schools and districts.